

Faculty Senate Minutes
14 February 2012, Room 110, Cashion
3:30 p.m.

Absent	Senator-At-Large Past Chair		Term Expires
	Cannon, Raymond	Mathematics	2012
College of Arts and Sciences		17 members	
	Allman, Dwight [sub Joseph Brown]	Political Science	2014
	Baker, Lori	Anthropology, Forensic Science	2013
	Beck, Rosalie (chair)	Religion	2012
	Blackwell, Frieda	MFL -- Spanish and Portuguese	2012
	Coker, Joe	Religion	2013
	Cook, Garrett	Anthropology	2014
	Duhrkopf, Richard	Biology	2012
A	Hanks, Tom	English	2013
	Long, Michael	Modern Foreign Languages	2013
	Losey, Jay	English	2012
	Patton, Jim	Psychology and Neuroscience	2013
	Shoaf, Mary Margaret	Mathematics	2013
A	Supplee, Joan	History	2012
	Taylor, Mark	Biology	2014
	Toten-Beard, DeAnna	Theater Arts	2013
	Tsang, Jo-Ann	Psychology	2014
	Walter, Janelle	Family and Consumer Science	2014
School of Business		5 members	
	Burleson, Debra	Information Systems	2014
	Hurtt, David	Accounting	2014
	Madden, Stan	Marketing	2012
	Neubert, Mitchell	Management	2012
	Riemenschneider, Cynthia[sub Karen Moore]	Information Systems	2014
School of Education		3 members	
A	Johnsen, Susan	Educational Psychology	2012
	Jordan, Mary Ann	Education Administration	2013
	Wood, Randy	Curriculum and Instruction	2014
School of Music		2 members	
	Claybrook, Doug	Music	2013
	McKinney, Tim	Academic Studies	2012
School of Engineering/Computer Science		1 member	
	Newberry, Byron	Mechanical Engineering	2014
Honors College		1 member	
	Harvey, Barry	Honors College/Great Texts	2014
School of Law		1 member	
	Beal, Ron	Law	2013
Libraries		1 member	
	Patteson, Rita	Libraries	2014
School of Nursing		1 member	
A	Spies, Lori	Nursing	2012

Truett Seminary		1 member	
	Still, Todd	Truett Seminary	2014
School of Social Work		1 member	
	Yancey, Gaynor	Social Work	2014
	Spain, Rufus	Director, Retired Professors Program	

I. Call to Order

Chair Beck called the meeting to order at 3:33p.m.

II. Invocation (Debra Burleson)

Senator Burleson offered the invocation.

III. Presentations

Dae Vasek, Director of OALA; Chris Holmes, Assistant General Counsel

Office of Access and Learning Accommodation

Dae Vasek: The purpose of OALA is to serve students who meet the eligibility guidelines of the institution.

Chair Beck: How do students register for assistance and qualify for services?

Dae Vasek: The Association of Higher Education and Disability has best practices guidelines that are used. [<http://www.ahead.org/resources/best-practices-resources>] Students must provide proper documentation regarding their disability. Each year, roughly 100 new freshman register with OALA. Students have disabilities that include: ADHA, LD, Psychological PTSD, cognitive disorders, Autism/Asperger's, and physical disabilities. In 1994 there were roughly 100 students that registered with disabilities; for the last few years; there are roughly 700 by the end of the semester.

Student Responsibilities

Each student is looked at individually and it is decided what is needed to aid the student. There is a long list of accommodations that are offered depending upon the diagnosis. It is the responsibility of the student to self-disclose and to provide documentation of their disability. They must formally request accommodations in a timely manner as well as discuss and pre-arrange accommodations with each of their professors. They must abide by the policies set forth by the OALA office. Typically, the office stops taking in new documentation and making accommodations a month before the end of the semester.

Faculty Responsibilities

Faculty should ensure that the student is eligible to receive accommodations and this is done through the accommodation letter provided; then faculty should provide the approved accommodations. If you need additional information or explanation, you can contact OALA. Also, refer students to OALA if they disclose that they have a disability that may warrant accommodation.

Chair Beck: What do we have to do?

Chris Holmes: ADA bootstrapped all of this into section 504 of the American Rehabilitation Act. Once the student establishes the disability and they are deemed qualified except for this disability, then the university is expected to provide accommodations that are "reasonable". The university can establish certain criteria that are concrete and set in stone. For example: in Nursing, all of the faculty agree that the nurses that graduate from that program must be able to perform a catheterization. Any person who is not able to do this, even due to a disability, will not be allowed to be a part of the program. It is required that all faculty agree with this necessity. There must be uniformity to determine if

these students are not qualified. This is easier to establish with nursing and professional schools but much harder when it comes to the humanities, for example.

Senator: Don't we as faculty determine what is reasonable? It makes no difference what someone else does in their classroom as to what is done in our own.

Holmes: I don't disagree with you. But to the jury, the question is did Baylor provide what is reasonable? If one colleague provides something that another deems unreasonable, then there is inconstancy and it is hard to defend both positions at one time.

Senator: A note-taker can be provided rather than PowerPoint presentations for instance.

Holmes: Yes, that is reasonable.

Senator: Another "yikes" situation, what if, because there is so much history of great teaching here at Baylor, through their vast experience a professor decides that a student has a condition. What happens when you approach that student and ask if they have considered going to the OALA group?

Holmes: It is as against the law to discriminate by not providing accommodation as it is to provide it when it is not asked for. Students have a legal right to not be regarded as disabled. I recommend a statement in the syllabus regarding OALA and you can check into OALA for that statement. Also, use the online referral system because Ron English reaches out to the student and will follow-up with the faculty member. I have never had a student complain about that.

Senator: I have been asked to give consideration for tardiness to my class.

Holmes: We do ask for consideration for absences. We do not want to specify to the faculty member how many are right and how many are wrong but ask the student to advise on that. For instance, a student with IBS may receive that type of accommodation. In that case, the student would follow-up with the faculty member.

Vasek: Usually tardiness is a mobility issue of some sort. We try to advise students not to take back-to-back classes or take courses that are near each other.

Senator: It is not mobility issue but a bi-polar issue.

Vasek: Set-up a meeting with the student and explain that you are struggling with them coming late and talk about going forward.

Chair Beck: We can't force students to present documentation at the beginning of the semester but can't the student receive advising to help them into the right course section?

Vasek: Nothing is retroactive; it starts from that day forward.

Senator: I have had a student not present their documentation prior to international trips for fear of not being allowed to participate in the trip. Does this happen often?

Holmes: Yes, we have seen this before. Depending upon the type of trip, there are some students who would not be able to get the same educational experience given the limited accommodations for physical impairments in some other countries. As we see more students coming in with significant psychological issues, we want to make sure that you as faculty members are proactive. We have faculty walking students over to the success center when they are having problems. Please continue to be vigilant. We take those concerns seriously. Our students are suffering and we want to provide with any resource we can.

Senator: We have an issue in the law school. The cookie cutter aspect to undergraduate exams of extending time to time and a half does not work well. Our students can be given 8 hours to complete an exam instead of the 4 that the

other members of the course are allotted. While there is extra time needed, this seems excessive and gives an unfair advantage in the eyes of fellow classmates. It has caused some dissent in the law school.

Vasek: Some universities allot unlimited time but we have taken a more restricted approach because we feel that is unreasonable. Double time is not very often given but typically time and a half.

Senator: The whole thing is difficult. Is there any room for negotiation in this?

Holmes: Yes, if the law school wants to come in and say that it is not applicable, depending upon what is done.

Senator: I have an example. I have a student who gave me a sheet asking for time and a half on a test as well as assistance in finding a note-taker. The student never had a conversation with me and then came in later in the semester. Am I at fault for not knowing this earlier?

Holmes: No, you are fine. The law is designed to require a dialogue. The law is designed to have a discussion of the details at the pitch point.

Senator: All of these are points of recommendation. If a student should get time and a half but I don't think they should have that, then I can say I'll give you this instead?

Holmes: There is a give and take on reasonableness. However, you cannot say that I don't think they are disabled. You cannot choose the disability that you will assist. You can negotiate on the accommodation but not on the disability. Be aware that I (Holmes) have to defend all of the practices of the institution and the reasonableness of the institution is being judged. You will be sworn in and then peppered with comments about what other colleagues are doing.

Senator: If someone is called in, and can document that people with this disorder need time and a half for exams, the best people in the field make these diagnoses. There will be an expert witness that says students need this time and you will look anemic.

Chair Beck: We have to close this. Please call Dae if anything unusual comes up. Thank you Dae and Chris for coming today.

IV. Approval of Minutes: 10 January 2012

Senator Duhrkopf: I move we accept the minutes.

Senator Shoaf: I second.

Minutes passed by voice vote.

V. Old Business:

A. Sunset Facilities Use and Campus Solicitations Committee

Chair Beck: The Facilities Use and Campus Solicitations Committee has not met in years and does need to be sunset. We need a motion that the FS sunset the Facilities Use and Campus Solicitations Committee.

Senator Cannon: I move that we sunset the committee.

Senator Still: Second

Discussion

Senator: Who will hear solicitations is this committee is no longer available.

Chair Beck: The Provost's office will.

Voice vote passes unanimously

VI. Reports:

A. Chair Report

Chair Beck: The University calendar has now been drafted for the next several years in order to set-up a long-term plan. There will be no extension of fall break because science students would miss a whole week of lab if the break is extended.

Chair Beck: The Mark Ellis case is still moving forward. The Executive Committee has been keeping-up with the process and is letting the process play out. Judge Starr assured Chair Beck that all processes of the University can be reviewed. We do have an interest in making sure that the grounds that are used to remove a faculty member from class are in keeping with the national standards. The case will be heard in March and then we can determine if and what action by the Senate is warranted.

Senator: The online directory has been a bit haywire.

Chair Beck: Tiffany Hogue is trying to go electronic. There will be no more paper directories printed of the faculty.

Senator: There are some pictures that are not in the directory. I had another taken but was not used.

Chair Beck: I will check on that with Tiffany to make sure that faculty ID picture is being used.

Chair Beck: In regards to the proposed campus stadium, the rumor is that it is going forward and will be one of the top three priorities in fund raising. It also is rumored that Drayton McLean will not give the amount hoped so bonds will be sold. Judge Starr continues to work with the Regents in the goal of fiscal responsibility. He said he will consider ways that the Senate can help. There is a fair amount of time before anything concrete can take place and does not feel that a survey of faculty would be useful at this time. Judge Starr feels good about the new regents. He believes they are savvy and discerning especially on fiscal responsibility. He is glad to have this group to work with and pleased with the possible new chair for next year. He has great hopes that fiscal responsibility will remain at the forefront. There are many university needs such as student scholarships and facilities that have been outgrown such as the business school. He believes in the holistic approach for educating and caring for the whole student and the stadium is in fact part of that commitment to the holistic student; however, there are many regents very concerned about the financial issues

B. Academic Freedom (Tsang) – No Report

C.

D. Enrollment Management (Still) The committee met Jan 30th from 9am to 11am. The recruitment of high quality students was discussed and an admonition to Deans to recruit was issued. Of course, if service were more valued then this activity would receive more attention.

Senator: Are we doing follow-up studies on people who leave to determine why?

Senator Still: Yes, but this is harder to do when they get away from campus. What we have found is that the number one reason is financial and the number two reason is family conflict. It does not appear to be academics but rather it is money and family issues.

E. Student Life (Wood)

Senator Wood: The committee met last week. In response to the recent Senate discussions, we voted to become the student staff and faculty sounding board for applications to bring speakers to campus. The committee represents seven areas on campus and there is typically 90-100% attendance.

Chair Beck: The Senate appoints two people onto that committee.

Senator Wood: Bagby Street construction has begun for the new residential communities. In addition SING starts Thursday.

F. Liaison Reports

i. Council of Deans (Beck)

Chair Beck: Dr. Ed Burger explained the initiative regarding the +/- proposed grade changes. The undergraduate curriculum committee sent word that they recommend that the current system not be changed.

ii. Athletic Council (Blackwell) No Report

iii. Personnel, Benefits, Compensation (Madden)

Senator Madden: The committee meets once or twice a year so I contacted Richard Amos to see if there is anything to report in the interim. There was a lot of success with Baylor's Naturally Slim Pilot program. Four-hundred and fifty faculty and staff participated in the 10 week course and received \$200 at the completion. Baylor OSOFIT is beginning and is \$30 for the seasonal session and my OSOFIT is \$20 per session.

They are working through the prescription program with CVS and trying to get anyone who will to switch to generic drugs. The Step therapy program checks with specialists who prescribe medications to make sure that a generic can be used as an alternative.

Senator: They are forcing you to experiment with generics.

Senator Madden: I have had this issue as I was told there was a difference between the generic and the medication I was prescribed. I had to send a note from my physician to Walgreens not to substitute.

Senator: CVS has required us to get things by mail in 3 month increments which can be a problem if there is a need to change the medication often. I don't like dealing with CVS at all.

Senator: I can tell you what will happen from experience. My doctor told me to get the brand name only and CVS called me and wanted permission to charge \$1200 to my credit card because the wrong box was checked regarding substitutions.

Senator Madden: It is okay to say no. We want to find out if this pressure is increasing.

Chair Beck: If you have had any problems, then contact Senator Madden with that information.

Senator: Recently, we were charged copay for an office visit and had to return another day for lab work. We were charged another copay for the lab visit. This did not happen in the past. Why did this change?

Senator: If you go the same day then can incorporate it in the visit there you will not be charged two copays. If go in separately, then will have to pay the copay twice.

iv. Personnel Policies (Beal) No Report

v.

vi. Admission (Jordan)

Senator Jordan: We had a lovely long meeting today with good news to report. We heard appeals from students who were not accepted outright but want to go to Baylor in the summer for six hours on probation. We took 10 of the 30 that applied for this option.

The statistics for next year are:

- 40,000 applications from incoming freshman
- 15563 have been accepted
- Deposit rate is 21.2% which is the usual rate.
- 1246 SAT / 27.05 ACT
- 26% minority
- 39.3 male
- 46% not from Texas
- Transfers had a higher deposit rate of 23%
- Goal for fall: 3050 new students

We approved a transfer application deadline policy to go to the Provost's office so that the transfer students can get in at an appropriately early time.

If you recall the issues in regard to Baylor no longer requiring SAT and ACT scores from students from foreign countries. We were upset that this policy was being proposed but it was supported by the committee even though the faculty representatives opposed this change. When this policy was sent to the Provost, she did not give it her approval so it will not go into place.

vii. Staff Council (Marilyn McKinney)

McKinney: The main focus was the sustainability committee gave lots of recommendations for university.

Chair Beck: Will you ask if you can share that report with the Senate?

Senator: Can we get new recycle boxes?

Marilyn: Yes, request those from Risk Management.

VII. New Business:

A. Transfer Credit policy (Losey)

Senator Losey:

These apply to post matriculated students at Baylor so students that are already enrolled. We wish to remove unreasonable barriers that exist for transfer credit. In the fall, we gathered data from Baylor and peer and aspirant universities. We looked at data and found one interesting point that emerged. Students that brought in transfer credit have a higher retention rate. We also discussed raising the grade required from a C to a B and after much discussion we decided to keep the grade at a C.

The goal is to have this policy revision go through the channels and begin in summer 2012/2013 in the undergraduate catalogue.

Senator: Can you bullet where the committee made changes from the old policy?

Senator Losey: We clarified what we are looking for in similar courses outside and within the university but there were no changes.

Senator: To provide some background as to the reason for this effort, there were different departments that did not want to accept online-courses. This was the main purpose for asking for this taskforce but it was not considered by the taskforce.

Senator: At one time they were considering limiting the number of courses with the same prefix. Was this done?

Senator Losey: Yes, and there are some examples there.

Chair Beck: May I tell Dr. Bennighof that we support the proposed changes? Yes [proposed changes are at the end of the minutes]

B. Consultation on Intercollegiate Athletics (Blackwell)

Senator Blackwell: The purpose of this group is to try to be advocates for treating student-athletes equitably. It sounded adversarial in the literature but, in conversation with the members, it was more about how to make sure we protect our student athletes. The NCAA rules are starting to change and it seems that this organization will be a good place to start.

There are a lot of big universities that are a part of this organization. Faculty senate chairs and faculty athletic council representatives were part of the group. The people involved were people with a lot of clout at their universities. The COIA want to encourage the NCAA to require universities to give multi-year scholarships so that if a person does not work out, they are not just tossed out. Students should be treated well.

The University of Tulsa was the host and both the president and head football coach came to the meeting.

There were many different topics discussed, from looking at paying athletes to NCAA rules, some of the issues sounded esoteric, but they all had to do with student welfare. If you bring in low income student to play sports then how can they be integrated into university life? They cannot be given any funds to actually be a part of university life and this limits them. If they are brought in on a one-year scholarship and the coach decides they weren't good enough, and then what do we do to help that student finish school?

The organization does not have a lot of clout but it does care about student welfare. There are no dues associated with membership.

Chair Beck: The voice of COIA is heard at the NCAA board meetings and major universities are represented. One of the advantages is that you actually hear the figures for the costs associated with collegiate sports.

1985-2010

- Full professor salaries grew by 38%
- University Presidents' salaries grew by 90%
- Division I football coaches grew by 648%

- Only 22 schools (all BCS) made money on athletics last year and all of the other schools lost money whether they had football teams or not.

Chair Beck: What I hope is that we will ask for things to be clear, and responsible. The COIA director taught at Penn state for 30 years and talked about what the current problems meant for Penn State. There is a lot of information that we can send out to you.

Senator: What is the process we through to be a part of COIA?

Chair Beck: We send a letter and we will be included with an invitation next year.

Senator Cannon: I move that we join COIA.

Senator Jordan: I second

Senator: Does that mean that the Faculty Senate here would be associated? Does that mean that the Athletic Council is associated?

Chair Beck: The Senate will be associated. No one knows what is in the athletic budget?

Senator: We lost between 20-30 million dollars. It costs a lot of money to heat and cool our facilities. About one-half of student fees go directly to the athletic budget.

Membership was unanimously approved by the Senate.

VIII. Adjournment

Chair Beck adjourned the meeting at 5:12p.m.

Baylor University Policy on Transfer Credit *Revised December 7, 2011*

Page 34

POLICY ON TRANSFER CREDIT

Baylor University has established a number of policies that are designed to ensure the quality of transfer courses, assist students as they decide which courses to take, and clarify for advisors which courses students should select at Baylor and elsewhere. The policies below are divided into two sections: 1) general policies on transfer credit, and 2) policies specific to coursework transferred in at the-post matriculation level. Two sections are necessary because some policies apply to students only after they have matriculated at Baylor.

If students intend to take courses at another institution after matriculating at Baylor, they should select courses as similar as possible to what they would experience at Baylor. Students also should not defer basic required courses in the expectation of taking courses elsewhere. The best way for students to ensure that they will be prepared for subsequent courses at Baylor is for them to complete courses at Baylor. However, the university recognizes that there are times when Baylor students need to complete some courses elsewhere. To increase the likelihood that students will succeed in subsequent courses at Baylor and to ensure the quality of Baylor degrees, the university has established the stipulations below.

All coursework that a student completes at another college or university is evaluated for equivalent transfer credits, not necessarily for degree requirements. Transfer credit will only be granted for coursework taken at a regionally accredited institution. The student is responsible for working in conjunction with his or her advisor to determine if the equivalent course applies to a specific degree requirement. In addition to working with an advisor, students should refer to the Baylor University Undergraduate Catalog and/or the academic dean within the appropriate college or school for additional information on degree requirements.

Equivalent courses are determined based upon the following criteria as appropriate: course description, textbook, course objectives, assignments, number of credit hours, course prerequisites, and program quality (determined by data from Institutional Research and Testing in consultation with the relevant department chair and the Vice Provost for Undergraduate Education). To determine which courses are currently considered to be equivalent to Baylor courses, students may visit the Course Equivalencies webpage found on the Registrar's Office website at baylor.edu/registrar. See the "Course Equivalencies" link.

Students are responsible for adhering to the policies listed below. If a student fails to abide by these policies, he or she risks losing the proposed transfer credit when an audit of the degree plan occurs.

I. General Policies on Transfer Credit

1. A grade of "C" or better must be earned in all courses transferred to Baylor; this coursework does not alter the **Baylor** grade point average.
2. A maximum of seventy (70) semester hours may be transferred from a community/junior college.

3. No course at or above the “3000” level may be taken at a community/junior college, and no community/junior college course will be evaluated as an advanced course.
4. Degree credit will not be given for courses taken at other colleges or universities while concurrently enrolled at Baylor University. **Students enrolled in the Baylor@MCC coenrollment program are exempt from this policy.**
5. **Courses taken pass/fail will not be eligible for transfer.**
6. **A minimum of sixty (60) semester hours must be earned in residence, although the University urges a much higher number.**
7. **Baylor highly values oral and written communication. The university believes that our required English courses provide students with the essential preparation they need to strengthen their writing abilities. Consequently, if a student earns credit for as many as two of the four required English courses before registering as a Baylor student (i.e. pre matriculation), the university strongly recommends that the remaining English credit be earned in residence.**
8. **In order for pre-matriculation students to receive credit for PSC 2302, they must transfer in equivalents for both PSC 1305 and PSC 1306.**

II. Policies Specific to Coursework Transferred in Post-matriculation

1. After matriculation, a student may transfer a maximum of fifteen (15) semester hours to Baylor for degree credit.
2. After matriculation, a student may transfer a maximum of two (2) courses from any single course prefix (e.g., ENG, HIS, or SPA).
3. For courses not found on the course equivalencies list, students must complete an Equivalent Course Approval Form *prior to enrolling* in a course at another institution. The Equivalent Course Approval Form, like the course equivalencies list, may be found on the Registrar’s Office website. See the “Transfer Credit” link.
4. Some departments require students who transfer courses at the post-matriculation level from another institution to complete a Readiness Exam prior to beginning a subsequent course for which the transferred course is a prerequisite. A Readiness Exam is only administered to students who intend to take another course within that discipline at Baylor and who have transferred in a course that is a prerequisite for the course they intend to take. The exam is administered during early to mid August after summer courses have been completed. The purpose of the exam is not to determine credit for a course taken at another college or university, but rather to provide students with information regarding their preparedness for the course they intend to take. Visit the Transfer Credit link on the Registrar’s Office website for information on which departments require a Readiness Exam and how to register to complete the exam.
5. **No course may be transferred post matriculation that will substitute for PSC 2302.**
6. Courses taken in residence may not be repeated at another school for degree credit.
NOTE: The Texas Common Course Numbering System (TCCNS), as described in the Course Numbering Section of this catalog, will assist in determining some equivalent courses at participating Texas community/junior colleges.

SUMMER SCHOOL AT BAYLOR UNIVERSITY

Maximum credit for students enrolled in the two traditional summer terms is sixteen hours,

which must be earned in no more than four courses or four courses and activity human performance. Five full courses in these two terms will not be permitted for any reason, whether taken in residence, in correspondence (if correspondence is approved), or by transfer. Students may not earn credit for more than two courses, to which activity human performance may be added, for a maximum of eight hours credit in one term.

For the full two-term summer, the ideal maximum schedule is two courses or two courses and an activity human performance course in each term. Students may also opt to take two full summer semester courses plus one additional course (or one additional course and an activity human performance course) in each term. **Students enrolled in a Special Workshop Course may not pursue other courses in that period.**

For students who enroll in the minimesters offered between the spring semester and the first summer term, a maximum of three additional hours credit may be earned. Thus, students who take the maximum load for all three terms (minimester plus two regular terms) may earn a total of nineteen hours.